

In the Name of Allah
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CONTRASTIVE ANALYSIS AND ERROR ANALYSIS

A Simplified Course-Book

Abstract

This simplified course-book of Contrastive Analysis and Error Analysis (CA & EA) aims at developing the Yemeni students' awareness of how (English-Arabic) Contrastive Analysis and Error Analysis in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University) is learned, studied, and practiced. The Yemeni students will study some important terms and facts about English-Arabic Contrastive Analysis and Error Analysis. It is for the 4th -Year-B.Ed.-English, 1st Semester 2018-2019

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Section 0: Welcome to Contrastive Analysis and Error Analysis a Simplified Course-Book

This simplified course-book of Contrastive Analysis and Error Analysis (CA & EA) aims at developing the Yemeni students' awareness of how English-Arabic Contrastive Analysis and Error Analysis in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University) is learned, studied, and practiced. The Yemeni students will study some important terms and facts about English-Arabic Contrastive Analysis and Error Analysis. They will learn how to find the types of differences and similarities between two different languages (English and Arabic), and when they search for the points of differences and similarities, they are actually searching for the points where the students would make errors and mistakes. They are going to study these differences on different levels, such as: Phonologically, Lexically, Morphologically, Syntactically, Semantically, Pragmatically, etc. With a top-down approach, it is compiled by Dr. Abdullah M. M. Ali Shaghi, assistant professor of Linguistics, for 4th Y.E B.Ed. 1st semester 2018-2019, English Department, Zabid-College of Education, Hodeidah University.

The most important aim of this study is to find the errors that the native speaker of Arabic commits when he/she learns (or speaks) English. So, what we are going to do is:

- To look for points of similarities and differences between two different languages (English and Arabic) in order to predict points of differences during the learning process.
- To search for errors and mistakes that students may commit and their solutions.
- To help students overcome these errors and mistakes.

Assessment

- Class Presentation/Continuous Assessment/mid-term exam: 45% of final mark.
- End of Semester Examination: 105% of final mark.

Who am I?

To learn more about me, search my name “shaghi, / abdullahshaghi / drabdullahshaghi / abdullah.shaghi / abulbaraa shaghi” on my website (where you can download all the lectures and models of final examinations): <http://abdullahshaghi2012.wordpress.com/> as well as on my Gmail / Google drive / Google blogger, LinkedIn.com, academia.com, scribd.com, or archive.org.

Acknowledgement

The author of this simplified course-book would like to thank all of those (colleagues and students) who have invest time and effort into this project. This simplified course-book would not have been possible without them.

The production of this simplified course-book was with the following open source program: (archive.org). Students and interested readers can find the author's own uploads in the link: (https://archive.org/details/@dr_abdullah_shaghi).

Section 1: Contrastive Analysis and Error Analysis

Contrastive Analysis and Error Analysis is a branch of “**Contrastive Linguistics.**” So, what is “Contrastive Linguistics”? “Contrastive Linguistics” is a branch of knowledge; it is a kind of study and research which works among languages. We may say that one of the undoubted merits of contrastive linguistics is the fact that it offered a natural, even if only partial explanation to the errors made by foreign language learners.

“A Contrastive Analysis consists of a series of statements about the **similarities** and **differences** between **two languages**” Johansson (1975). Some thirty years ago it was believed that foreign language learning consisted mainly, if not exclusively, in learning the contrast between L1 and L2. Today contrastive analysis is being reassessed, and its applicability to language teaching is viewed in a different light. During the last decades, a systematic contrastive analysis has been advocated as a means of predicting the difficulties in learning a foreign language. It is now recognized that **Contrastive Analysis (CA)** should be used as part of the explanatory stage in **Error Analysis (EA)**.

The most widely recognized source of foreign language learning errors is that of L1 **interference**. Those elements that are **similar** to the learner’s native language, will be **simple** for him/her and those that are **different** will be **difficult** and will, by implication, be likely to produce errors.

Contrastive Analysis considered most errors to be the result of a phenomenon of **interference**, when patterns existing in the learner’s mother tongue were transferred as such into his/her use of the language to be learned. Viewed from this point of view, **Error Analysis** had no proper status, it was a mere addition to **Contrastive Analysis**.

It must be pointed out that the value of contrastive analysis is beyond its importance in explaining the learner’s difficulties. The confrontation/opposition of two languages is important from the point of view of translation theory, language typology and study of language universals.

But not all errors made by learners of a foreign language are due to the differences existing between the structures of the two languages in contact. There are indeed a certain number of errors due, primarily, to this cause, especially with beginners but there are, of course, many others whose explanation should be looked for somewhere else.

One effective way of eliminating error is self-correction. This can be done if the teacher uses certain symbols (T = tense error, Sp = spelling; Sg Pl = singular and plural concord wrong etc.), explanatory comments in the margin of the written paper or only underlines the mistakes. Giving back written work with brief comments is a good way for the student to correct his own mistakes. Another procedure is to offer the students the possibility to examine their errors and discuss them with each other. Other solutions refer to further explanations with more adequate examples or teaching aids, comparison with the mother tongue, translations etc.

To conclude, contrastive analysis has laid the emphasis on error analysis as a way to study the difficulties encountered by foreign – language learners. Contrastive analysis

and error analysis are complementary to one another, in the sense that the results obtained and the predictions made by the contrastive studies are to be checked up and corrected by the results obtained in the error analysis.

Contrastive Analysis & Error Analysis (English and Arabic)

Contrastive analysis of two languages point at the specific features of each language system in its major areas: phonology, morphology, lexicology, syntax, text analysis. The knowledge about the kinds and degree of differences and similarities between languages on a number of linguistic levels helps in the process of anticipating possible difficulties with L2 learners.

When we contrast two languages (i.e. **English and Arabic**), we analyze each language from all levels and aspects. We study the words of the language, the grammar, the semantics, the pragmatics, and so on. So, in our course, we are going to *compare* and *contrast* between the Arabic language and the English language. Why do we do this? What is the main goal behind this study? The main *goal* behind this study is to find the types of *differences* and *similarities* between the two languages, and when we search for the points of differences and similarities, we are actually searching for the points where the students would make mistakes. We are going to study these differences on different levels, such as:

**Phonologically,
Lexically,
Morphologically,
Syntactically,
Semantically,
Pragmatically, etc.**

It is worth mentioning here, that CA is still in use and of use in language teaching in spite of all the criticisms made against it. There have been many CA-based studies where their predictions have been confirmed by empirical results (George 1972: 27). The research estimates that nearly one-third of all errors made by the L2 learners are due to interference from the Mother Tongue (MT).

Thus, many of these studies maintain that MT interference is one of the strongest variables that influence FL learning and consequently CA still seems to have place in foreign language teaching methodology.

Abdi (n.d) explained that contrastive analysis is helpful for teachers in: a) designing teaching and learning materials. b) Engaging learner in activities to be a good user of target language. c) Evaluating text books. d) Paying attention to the structure of the texts beyond sentence level. e) Paying attention to conversation in its regular pattern in different situations. f) Paying attention to complex areas like intonation. g) Paying

attention to different underlying rules which differ from culture to culture and h) helping methodologists to pay attention to the whats of teaching and hows of teaching.

One of the focal facts about language enquiry is that it is a communicative process by means of the information is exchanged between individuals through a common system of symbols, signs, or behaviors. Actually, Arabic and English are entirely different in their linguistic system. Both languages are of two typical families. Unfortunately, each has different language components, phonology, morphology, syntax, and semantics.

As native speakers of Arabic, and as students of English as a foreign language, you unconsciously commit certain errors that you do not know about, but why don't you know about the errors we make? This is because your Arabic language interferes unconsciously when you use English.

Let me give you a simple example: As you know, in English, we have the sounds /b/ and /p/, while in Arabic we just have the sound /b/ the Arabic script of which is /ب/. Therefore, we often pronounce all the English words that have /b/ or /p/ with one sound—which is wrong, of course.

Other examples: In Arabic we have the letter /ض/ which we do not have in English, but we have the letter /d/. It represents the emphatic consonant /d^ɕ/ was actually pronounced [ɟ^ɕ], or possibly [dɟ^ɕ] either way, a highly unusual sound. The medieval Arabs actually termed their language *lughat al-daad* 'the language of the Daad' (the name of the letter used for this sound), since they thought the sound was unique to their language.

In Arabic we have /خ, غ/ which does not exist in English, but we write instead /kh/, /gh/ or their IPA corresponding sounds /x/ and /ɣ/; they are often post-velar, though velar and uvular pronunciations are also possible.

In Arabic we have /ق/ and in English we use instead /k/ or /q/. So, here we have differences in pronunciation which could lead to mistakes made by students and this very simple comparison between the English language and the Arabic language makes it easy to know what kind of problems the Arabic students may face when they study English. Some speakers do not concentrate on the aspiration of the sound /ph/ at the beginning of words, and this is a mistake in itself.

In Morphology, there are very few English Arabic cognates and because English and Arabic are not cognate languages, i.e. genetically related. They are considerably different in the classes that are characterized by inflectional affixes. Arabic has inflection in the nouns, adjectives, verbs, pronouns, relative and demonstrative pronouns; English has inflection in all these except adjectives. In Arabic, Inflectional affixes may be prefixes (in verbs), suffixes; in English they are suffixes only. Arabic has three number forms: singular, dual and plural; English has singular and plural. The Arabic equivalent to an English singular countable noun is singular and to an English plural countable noun is always plural in regular and irregular variable nouns that have both singular and plural forms, e.g.:

English	Arabic Transcription	English	Arabic Transcription
A Boy	ولد /walad-un/	Boys	أولاد /'awlaad-un/
A Girl	بنت /bint-un/	Girls	بنات /banaat-un/

In Syntax, there are two tenses in Arabic: past and present. There is no future tense corresponding to the time/tense relation for present and past. The future time is rendered by means of the future particles (س /sa-/) and (سوف /sawfa/). What are they? Also, Arabic has no verb tense “to be” in the present tense and no auxiliary “to do”. Furthermore, there is a single present tense in Arabic, as compared to English, which has the simple and continuous forms. These differences result in errors such as “*She good teacher!*”, “*When you come to Germany?*”, “*I flying to Egypt tomorrow.*” or “*Where he going?*”

In English sentences, adjectives are words acting to modify nouns. They play an important main role in many languages. English is not an exception. English adjectives may take two main roles in a sentence: First, acting as a predicative adjectives where they modify a preceding noun as a predicate, linked by a verb. An example of a predicative adjective is the following:

A Fish is spotted.

The adjective spotted is linked the subject of the sentence, Fish, by use of the copula verb to be in this form. Second, acting as an attributive adjective where they modify a noun by being linked directly to the noun as part of the noun phrase. An example of an attributive adjective is the following:

The spotted fish moved.

The adjective spotted is directly connected to the subject of the sentence, Fish. In English, most attributive adjectives precede the nouns they are going to modify, while in many Romance languages: Spanish, Portuguese, French, Italian, Romanian and Catalan, the adjective comes after the noun. So while in English we might say: The beautiful woman. In French we would say: (Le femme jolie.)

It is may be literally translated as: The woman beautiful. Also, in Arabic Language which is not one of the Romance Languages we say: أمراه جميلة / Emrah gamiilah/. Also, it is may be literally translated as: The woman beautiful.

The word order of Arabic is Verb, Subject, Object (VSO), but that of English is Subject, Verb, and Object (SVO). Moreover, Arabic uses punctuation much more loosely than English.

Why do we make this kind of contrastive analysis? This kind of analysis is very important for learners, like yourselves, in order to avoid the errors you, as learners, may commit in the future while you are studying English.

So, this is the main aim of our study. For example, one of the errors on the level of pronunciation is the word “*foreign*”! Some of the students may pronounce the letter ‘g’, but the correct way is not to pronounce it. Why? This is because in the Arabic language there is no letter that is written and not pronounced; all the letters that are written are pronounced.

On another level such as the ‘grammatical level’, for instance, students may commit mistakes like:

**We talking a second language.*

**He running very fast.*

NB: The asterisk (*), here and after, will be used to indicate the grammatical errors.

In these two examples, the wrong is the absence of the verb ‘to *be*’, so the sentences should be:

We are talking a second language.

He is running very fast.

The reason of such errors is that we do not have something similar to ‘verb to be’ in Arabic.

Also, under the word/phrase ‘**Contrastive Analysis**’ we have two languages to be contrasted: the **Arabic Language** and the **English Language**. This will be on the level of sounds/phonemes (consonants & vowels, & diphthongs), letters, words/morphemes, phrases ... etc.

By the way, the course is really a **theoretical** one; that is why we will, first of all, have an idea about *Contrastive Analysis* in general.

There is also another section dedicated to the **interference** [= intervention] of the **Mother Tongue** (MT) in the process of learning a new language. For example, your mother language is **Arabic**; when you want to study a new language such as **English**, or **French**, your storage of words, vocabularies, sentences and rules in Arabic will interfere in the conception of the new language or in the understanding the new language. That is, for example, in **translation**, if you want to translate an English text, you will try to translate the text word by word, and this kind of translation is impossible and even wrong, at times [= sometimes/now and again].

In other words, there are sentences in English which cannot be translated into Arabic word by word. Sometimes, you have to change the sentence completely, but it has to convey the same meaning to the Arabic/English audience or to the Arabic/English reader.

Contrastively, there are limitations of translating from **Arabic** into **English** and vice versa in one area of what has been called **Pragmatics** or **Language in Use** that incorporates the most polite **forms / utterances** in Arabic and their **equivalents** in English. There is interrelation between Social Context and Language. Culture is expressed through Language. Arabic expresses **cultural values**.

For instance, in the **Islamic Yemeni Arabic Culture**, when **greeting** someone whether in person, on the phone, through an email, etc., the **expected greeting** is /assalaamu ‘alaykum/ or "The peace of God be with you, or Peace be upon/onto you!" Then, the **expected response** is, /wa ‘alaykumu ssalaam/, which means, "And also with you." When leaving, the expected farewell saying is /ma‘assalamah/, which means, "Go with the peace of God, or Go well!" More examples are illustrated below:

Greetings (L1)	Literal Translation (L2)	Pragmatic Equivalence
1) /assalamu ‘alaikum/	Peace be upon you!	Good morning!
2) /marHaba/	Hello!	Hello!
3) /ahlan wa sahlana/*	Kin and plain!	Welcome! / hallo! /hullo

* Notice that the **literal translation** of this utterance in Arabic is ‘Kin and plain’, but what is **pragmatically** intended is a “welcome to your Kin and plain’s home!” Other examples are given below:

Travel/Leaving (L1)	Literal Translation (L2)	Pragmatic Equivalence
1) /Allah ma‘ak/	May God be with you!	Have a safe journey!
2) /khaaTrak/	By your leave	Good-bye
3) /ma‘assalamah/	with peace	All the best! / Go well!

We present some of these forms in Arabic with a **literal translation** first and secondly an alternative (i.e. **pragmatic equivalence**) based on the contextual effects each form may yield in a similar context in the English culture, and present English examples to compare with Arabic ones in similar situations of interaction.

This semantic/literal difference justifies the linguistic side of the **error** usually committed by the foreign learner of English. However, the pragmatic effect may be lost with the increase of linguistic deviation in one language from another in such expressions.

Some language forms under pragmatics are mostly language-specific in structure, culture-specific in communication, and very difficult to translate appropriately (i.e. **mistranslation** is likely to occur).

Historical pragmatics is a field of study that lies at the intersection of historical linguistics and pragmatics. ... To the extent that different stages in the history of a language are compared, **historical pragmatics** is a kind of **contrastive analysis**.

May be errors are committed because of the interference of your Arabic language,

or maybe because of some difficulty in absorbing the vocabularies of the new language, or because grammatical rules of the new language are completely different from grammatical rules of your mother tongue. We will try to see all this in our course for this semester.

It is the duty of the foreign language teacher both to identify and classify the typical errors and to apply remedial strategies, to find adequate methods to eliminate them both at the individual and group level.

The methodology of error analysis has generally followed a uniform method of investigation consisting of the following steps:

- collection of data (either from “free” compositions by students on a given theme or from examination papers);
- identification of errors (labeling the exact nature of the deviation, e.g. dangling preposition, anomalous sequence of tenses, etc.);
- classification into error types (e.g. errors of agreement, articles, verb forms, etc.);
- statement of relative frequency of error types;
- identification of the areas of difficulty in the target language;
- therapy (remedial drills, lessons, etc.).

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:

- analysis of source of the errors (e.g. mother tongue interference, overgeneralization, inconsistencies in the spelling system of the target language, etc.);
- determination of the error in terms of communication, norm, etc.

Nevertheless, the results from **Contrastive Analysis and Error Analysis** would be incomplete without awareness of the deep level of semantic categories. Different languages and their grammars may be regarded as autonomous, but when it comes to Semantics it seems that it is the core of the languages and a common or universal basis that they share, regardless of the differences in their grammars. Therefore it is very important for a translator of a foreign language teacher to be aware of the interaction of the level of semantic categories and the level of formal exponents.

Section 2: Contrastive Analysis

Contrastive Analysis (CA) is a general approach to the investigation of language (**Contrastive Linguistics**), particularly as carried on in certain areas of applied linguistics, such as foreign-language teaching and translation. The Contrastive Analysis (CA) or Contrastive Linguistics is considered as a part of applied linguistics. Its main final aim is establishing the similarities and differences between the learner's native language and the foreign language being learned. It was developed and practiced in the 1950s and 1960s as application of structural linguistics to language teaching.

In a contrastive analysis of two languages, the points of structural difference are identified, and these are then studied as areas of potential difficulty (interference or 'negative transfer') in foreign-language learning. The claim that these differences are the source of difficulty in foreign-language learning, and thus govern the progress of the learner, is known as the **contrastive analysis hypothesis**.

Although strongly influential (motivating audio-lingual methods of language teaching), by the 1980s the validity of the contrastive analysis hypothesis had been seriously questioned, especially following research into the nature of interlanguage and into the cognitive contribution which individuals themselves bring to the learning task. Contrastive analyses are synchronic; analogous 'contrastive' studies of two states in the history of a language would be grouped under a different heading, such as comparative or historical linguistics.

Contrastive Analysis is known amongst linguists and educationist as a study used to predict the **errors** language learners may make in the second language production. In fact, they mostly agree that it is a systematic study of a pair of languages with a view to identifying their structural differences and similarities.

In conclusion, Contrastive analysis has laid the emphasis on error analysis as a way to study the difficulties encountered by foreign – language learners.

General Overview of Contrastive analysis (CA):

By definition as attested in literature, Contrastive Analysis (CA) means the comparison of two languages by paying attention to differences and similarities between languages being compared; or the CA is the study and comparison of two languages, learners' Target Language (TL) and learners' Native Language (NL); or, in other words, the CA is the systematic study of a pair of languages with a view to identifying their structural differences and similarities.

The following 9 points are what to take into consideration with regard to the general overview of the Contrastive Analysis (CA):

1. It was first suggested by Whorf (1941) as contrastive linguistics, a comparative

study which emphasizes on linguistic differences.

2. The publication of Robert Lados' book (Linguistics across Cultures) in 1957 was the start of modern applied contrastive linguistics.

3. The Systematic comparison of L1 and L2 structures is done in order to predict difficulties.

4. In the 1940s to 1960s before the SLA field as we know it was established,

a. Charles Fries (1945:9) wrote: "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."

5. The theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Lado's Linguistics across Cultures (1957). In this book, Lado claimed that "those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult".

6. CA is founded on the assumption that second/foreign language (L2) learners tend to transfer into the target language features found in their native (L1) language.

7. Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture (Lado: 1957).

8. The transfer may be positive or negative. Transfer is said to be positive when a familiar skill facilitates the learning of a new structure. When the patterns are similar, the acquisition of the new pattern is facilitated, but when there are differences in patterns, these differences hinder the learning of the foreign language.

9. In later studies the term contrastive linguistics changed to contrastive analysis.

10. The purpose of CA was to find the "best" teaching materials. This hypothesis suggested that before preparing teaching materials, one should compare L1 and L2. Fries' aim was to develop teaching materials, which were seen as language specific, for adults that would help them master the sound and structural systems of L2 as automatic and unconscious "habits." This purpose is clear in Fries' preface to his book Teaching and Learning English as a Second Language: "... foreign' language teaching is always a matter of teaching a specific 'foreign' language to students who have a specific 'native' language background."

Contrastive Analysis (CA) and Second Language Acquisition (SLA)

The following 2 points are what to take into consideration with regard to the CA and SLA:

1. CA was used extensively in the field of SLA in the 1960s and early 1970s, as a method of explaining why some features of a Target Language (TL) were more difficult to acquire than others.

2. According to the behaviorist theories prevailing at the time, language learning was a question of habit formation, and this could be reinforced or impeded by existing habits. Therefore, the difficulty in mastering certain structures in L2 depended on the difference between the learners' L1 and the language they were trying to learn.

Mainstream of CA

The following three points are what to take into consideration with regard to the Mainstream of CA:

1. The bulk of the **Second Language Acquisition (SLA)** field was concerned, however, with prediction of errors.
2. **The simplistic model:** The most simplistic version was the belief that linguistic differences based simply on similarities and differences alone could be used to predict learning difficulties. Thus, the following quote:
3. **A simplistic prediction:** "Where two languages were similar, **positive transfer** would occur; where they were different, **negative transfer**, or **interference**, would result."

Branches Involved in Contrastive Analysis

The branches which contrastive analysis is involved are **Translation, Teaching, Linguistics, Textbook Writing, and Error Analysis**. These are discussed in details as follows:

Translation as a Branch in Contrastive Analysis

As regard to translation as a branch involved in contrastive analysis, there are the following points to be taken into consideration:

- a. As a translator, she/he should be faithful to the text, so she/he should know the exact equivalents in two languages (Source Language (SL) and target Language (TL)).
- b. A translator understands that most of the differences in two languages are not semantically but culturally.
- c. She/he understands that most of these differences comes from:
 - i. Different beliefs;
 - ii. Different values; and
 - iii. Different patterns of thought.

More often than not, **Yemeni Speakers/learners** make mistakes in **using** or **translating** English tenses. The mistakes may occur because the number of tenses in English may be more than any other language. Learners of a foreign language, as Corder (1969:73) states, will transfer to English the association of adverb and tense of their own language to the language they are learning. Consider the following Arabic sentence:

هل نمت مرتاحاً الليلة البارحة؟/hal nimta murtahan alaylata albariha/

Which means: (Did you sleep well last night?)

To translate the Arabic sentence above into English the Yemeni learner think directly of the Arabic question word/hal/ (هل) under the influence of interference so he starts his sentence with any auxiliary verb as a substitute for /hal/, and imitates the Arabic sentence leaving it without any other change, as in

(Did you slept well last night?) This is grammatically wrong.

In Arabic, there are two tenses; present and past. As to the future it can be expressed by the present simple tense preceded by the common word “سوف/sawfa/” meaning “shall “ or “will” placed at the beginning of the verbal Arabic sentence to refer to future, as in ; (I shall go) /sawfa ‘athhab/. أذهب سوف Or The alphabetic Arabic letter “س (S) joins the verb and it constitutes the first letter of the simple present verb in Arabic to refer to future, as in;/sa-‘athhab/ سأذهب. (I shall go.)

The number of tenses in English is more than those used in Arabic, so the time at which an action occurs can be expressed by more than one tense. The two sentences below express a past action by two different tenses, as in, (I wrote the letter). (Past simple) /katabt-u al-risaalat-a/ كتبت الرسالة (I have written the letter. (Present perfect) كتبت الرسالة

Usually, the future can be expressed by using “shall “and “will” , as in; (I shall visit him tomorrow.) غداً سأزوره /ghadan sa-‘azuur-u-hu/. The context of sentence above can also be expressed by present continuous, as in; (I am visiting him tomorrow. غداً سأزوره /ghadan sa-‘azuur-u-hu/

Going to” also indicates future, as in; (I am going to buy a new house after summer holiday.)

سأشتري بيتاً جديداً بعد العطلة الصيفية/sa-'ashtari bayt-an gadiid-an ba'da al-'utlati al-sayfiyyati/

The simple present tense is also used with future meaning, but not with all verbs, it is used with verbs of “going” and “coming” (corder; 1969:81) The climbing party plan to set off at dawn tomorrow.

يخطط فريق التسلق للانطلاق فجر غداً

/Yu-khatit-u fariiqā al-tasaluqī lil'intilaaqī fagra ghadin/

Translation from Arabic into English, as far as conditional sentences are concerned, will not be easy because the structure of the conditional sentence in Arabic is not the same as that of English. Consider the following example:

لو ذهب حسن إلى الحفلة لوجد صديقه هناك
hunaaka/
./law thahaba hasan 'ila al-haflati la-wagada sadiiqahu

To translate the sentence above into English we need to use a conditional sentence that expresses a situation which is unlikely to happen, because "George" did not go to the party and consequently he did not see his friend, so the structure is absolutely different from that in Arabic, as in (Hassan had gone to the party, he would have seen his friend).

The present study explains and sometimes translates any grammatical unit that is widely used in English by giving one or two examples related to the topic under discussion for the purpose of clarity.

(All above adapted from: Qassim, Abdul- Hassan Sh. (n.d.), *Translation Grammatically viewed*. English Department, College of Languages ,University of Baghdad.)

Teaching as a Branch in Contrastive Analysis

Learning the second language is different from acquiring the first language. A child acquiring English as a native language makes perceptual differences about different languages, he acquires language system. But an Arabic child who is learning English as his / her second language does not have this perception about different situations, he / she just learns the language. e.g.: the concept of the word "cousin" for an English child is completely different from that of an Arabic child.

The Contrastive Analysis can help teachers to do the following:

- To design teaching and learning materials (methodology);
- To engage learner in activities to be a good user of target language.(classroom activities);
- To evaluate text books;
- To pay attention to the structure of the texts beyond sentence level;
- To pay attention to conversation in its regular pattern in different situations;
- To pay attention to complex areas like intonation; and
- To pay attention to different underlying rules those differ from culture to culture.

The Contrastive Analysis does not suggest a method or a teaching technique but it helps methodologists to pay attention to the **Whats** of teaching and **Hows** of teaching.

Linguistics as a Branch in Contrastive Analysis

As regard to linguistics as a branch involved in the Contrastive Analysis, there are the following points to be taken into consideration:

- ❖ The Contrastive Analysis pays attention to different languages at the lexical, phonological, morphological, syntactical and semantic levels; and
- ❖ The Contrastive studies find similarities and differences between languages in:
 - i. Grammatical structures (pronouns, articles, verbs, consonants and vowels)
 - ii. b) Sentences and constructions (interrogatives, relatives, negatives, normal phrases, syllables, diphthongs...)
 - iii. c) Rules of the compared languages (interrogative, passivization ... etc.)

According to Richards (1971), researches show that contrastive analysis may be most predictive at the level of phonology and least predictive at the syntactic level, for this, many of the common mistakes are syntactic errors in written work.

Textbook Writing as a Branch in Contrastive Analysis

As regard to Textbook Writing as a branch involved in Contrastive analysis, there is what is called the *“**Principle Programming for Writing a Textbook**”* as well as there are the following two points that should be taken into consideration:

- a) The Contrastive analysis helps a textbook writer avoid using the material with a high degree of difficulty and high degree of occurrence in a same text (which makes the text more difficult); and
- b) The writer should balance among the most difficult items and the least difficult items throughout the text.

Error Analysis as a Branch in Contrastive Analysis

As regard to Error Analysis as a branch involved in Contrastive analysis, there is the following point that should be taken into consideration: The Contrastive Analysis helps you as a learner of English or any other language to classify the errors, predict and finally avoid them.

Interference Theory

One of the most important factors in studying contrastive analysis is paying attention to the definition of **"Interference Theory"**. It has been attested in literature that the contrastive analysis is a valid and useful but not a unique method in second language

teaching, but language interference is a phenomenon that occurs when learning another language. James (1980, p. 23) argues that "**Interference theory** predicts that if a learner is called upon to produce some L2 form which he has not learnt, he will tend to produce an erroneous [= *mistaken / wrong / incorrect*] form having its origin in his L1."

Similarly, Lado (1957, p. 2) considers that language interference is the way in which learners of a second language transfer "the forms and meanings, and the distribution of forms and meanings of their native language and culture both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the culture as practiced by natives."

Interference Theory Based on Psycholinguistics

You look at the second language through filter /glasses of the first language. The rules of the first language are matched with the rules of the second language. (You see that the rule systems of the source and target languages are different and sometimes the rules of languages are interfered with each other). So studying contrastive analysis can help you to understand and know these interferences. If certain elements of a second language differed greatly from the student's native language, that student would likely encounter difficulties. (Lado 1957) it means sometimes your mother tongue interferes. For example, /maryam muhtamat-un bi-qraa'ati l-kutub/ مريم مهتمة بقراءة الكتب

**Maryam is interested with reading books.*

✓ *Maryam is interested in reading books.*

Interference Theory and Degrees of Difficulty

Before discussing about the different hypothesis of contrastive analysis we should be familiar with the concept of difficulty and simplicity in language study, so we look at the hierarchy (degrees of difficulty) in languages:

To avoid using high degree of difficulties along with a high degree of occurrences in a same text, a **contrastive analyst** should predict the levels of difficulties in foreign language.

Levels of Difficulties

1. Level 0: Transfer

According to some of behaviorists the principle of transfer is at work in learning. (Transfer: affecting the first language on the second one)

↗ Positive transfer

Transfer → Negative transfer

1.1. Positive Transfer:

- ➔ It occurs when the first language is similar to the second language.
- ➔ In positive transfer first language helps learning the second language.
- ➔ No difference or contrast is present between the two languages. (Similar sounds, lexical items or similar structures in two languages are seen (*positive transfer*)).
- ➔ The learner can simply transfer (positively) a sound, a structure or lexical item from the native language to the target language.
- ➔ Concepts of negation and interrogation in two languages are the same.
- ➔ Word order in two languages has the same pattern.
- ➔ Such transfer makes no difficulty; hence the label of "level zero" is given to it. See the following examples:

L=ل
 A bank=بنك /bank/
 The wall= /al-gidaar/ ال جدار
 Yeah= /yeh/ يه
 A flower garden= /hadiitat-u zahr-at-in/ حديقة زهرة
 A garden flower= /zahr-at-u hadiiqat-in/ زهرة حديقة

1.2. Negative transfer:

- ➔ It is problematic, because of interference of the first language on the second one.
- ➔ It occurs when the first language is different from the second language.
- ➔ Learning differences in language takes a lot of time and energy
- ➔ The first learning inhibits prevents the second learning.

2. Level 1 : Coalescence

Two or more items in the NL become coalesced (come together) into one item in the TL (here our NL is Arabic and TL is English).

In NL أنتن - أنتم - أنتما - أنت - 'anta/'anti – 'antumaa – 'antum – 'antunna/ = you in TL

3. Level 2: Under-Differentiation:

An item in the Native Language (NL) is absent in the Target Language (TL).

NB: The mark (?) indicates the absence of the item in the TL

- Phonemes in Arabic /χ/, /κ/, /ħ/, /ʕ/, and /ʔ/ =? In English

4. Level 3: Over-Differentiation :

A new item in the Target Language (TL) (i.e. English) is absent in the Native Language (NL) (i.e. Arabic).

NB: The mark (?) indicates the absence of the item in the NL

- Consonants in English /p, v, ŋ/ =? In Arabic
- Phonemes in English /o /p/, /v/, /ɹ/, /ʒ/, and /ŋ/ =? In Arabic
- Initial consonants cluster in English like (school – student) =? In Arabic
- Present perfect continuous (have been + ing) in English =? In Arabic
- Future in the past (would + infinitive) in English =? In Arabic
- Past perfect continuous (had been + ing) in English =? In Arabic
- (am) in English = ? In Arabic (e.g. I am a student. /'ana Taalib-un/ أنا طالب)

5. Level 4: Reinterpretation:

- An item that exists in the native language (Arabic) is given a new shape or distribution. It is similar to a given item in the target language (English) but not the same.
- An Arabic learner over-generalizes on the basis of similarities and make errors:

(Present Perfect and past tense in Arabic language = Present Perfect in English language

We have read this book. = /(qad) qara'naa hatha-l-kitaab/ (قد قرأنا هذا الكتاب.)

The number of tenses in English is more than those used in Arabic, so the time at which an action occurs can be expressed by more than one tense. The two sentences below express a past action by two different tenses, as in, (I wrote the letter). (Past simple) /katabt-u al-risaalat-a/ كتبت الرسالة (I have written the letter. (Present perfect) كتبت الرسالة

6. Level 5: Split:

An item in the native language (Arabic) refers to more than one reference in the target language (English)

طاولة /taawilah/ = table, desk .

مدرسه /madrasah/ = school, institute, college

رئيس /ra'iis/ = president- director-head, chairman, chief, boss, master

كبير /kabiir/ = Big (mistake) Great (man) Large (house) Grown up (boy) Major (problem)

Contrastive Analysis Hypothesis (= CAH)

The following 6 points are what to take into consideration with regard to the Contrastive Analysis Hypothesis (CAH):

1. **CAH** is an extension of the notion of **CA**. It attributed the ability to predict errors to a CA of two languages, a predictability that practitioners associated with the degree of similarity between the two systems.
2. **Advantages of CAH** (i) Explains pronunciation and phonological interference (ii.) Enhancing language learner awareness: which elements they can transfer from L1.
3. **Problems for the CAH version** However, the CAH version of CA, that is, the predictive version ran into some problems:

(i) Association with behaviorism:

-1959 Noam Chomsky's classic review of Skinner's Verbal Behavior, in which Chomsky seriously challenged the behaviorist view of language. CAH, intimately associated with behaviorism, got caught in this discrediting of this view of language.

(ii) Mis-predictions:

In particular, the supposed ability of CAH to predict errors was not supported by the facts. This is because:

1. It **under-predicted**, that is, it failed to predict some errors;
2. It **over-predicted**, that is, it predicted some errors that failed to occur; and
3. Of course, it also got some right.

4. Why?

(i) As pointed out Long and Sato (1984), one cannot depend upon the analysis of a linguistic product to yield meaningful insight into a psycholinguistic process.

(ii) **In accordance with Psycholinguistics** (Osgood 1953) "When two sets of materials to be learned are quite different or are easily

discriminated by the learner, there is relatively little interaction, that is, learning one has little effect upon learning the other. If they are similar in such a way that the learning of one serves as partial learning of the other, there may be facilitation, or positive transfer. If, however, the similarities either of stimuli or responses are such that responses interfere with one another, then there will be greater interference as similarity increases."

5. **Note** CAH failed, not CA.

6. The failure discussed thus far is the failure of **CAH**, not the failure of **CA**.

Strong vs. Weak Versions of CA

The following 3 points are what to take into consideration with regard to the Strong vs. Weak Versions of the CA:

1. Wardhaugh (1970) proposed a distinction between the strong and the weak version of the CA.
2. The strong version [CAH] predicts apriori ((predictive)).
3. The weak version deals with learner errors and uses CA, when applicable, to explain them, apostriori, that is, after the fact.

Criticism of CA

The following five points are what to take into consideration with regard to the Criticism of CA:

1. The process of L2 acquisition is not sufficiently described by the characterization of errors.
2. Errors in L2 acquisition do not only arise from interference.
3. The structural differences between two languages are not sufficient to predict the occurrence of errors in L2 acquisition.
4. In its strongest formulation, the CAH claimed that all the errors made in learning L2 could be attributed to 'interference' by the L1. However, this claim could not

be continued by empirical evidence that was accumulated in the mid- and late 1970s. It was soon pointed out that many errors predicted by CA were inexplicably not observed in learners' language.

5. Even more confusingly, some uniform errors were made by learners irrespective of their L1. It thus became clear that CA could not predict learning difficulties, and was only useful in the retrospective explanation of errors. These developments, along with the decline/refuse of the paradigms by behaviorists as well as structuralists considerably weakened the appeal of CA.

In fact, this was the **beginning of error analysis**, that is, the detecting of the source of errors.

Section 3: Error Analysis

Because of shortcomings of the **Contrastive Analysis** to clarifying the second-language errors, researchers began to look for another approach which was both **theoretical** and **practical**; this approach is called **Error Analysis (EA)**.

Error Analysis (EA) can be described as an effective tool that enables instructors/teachers to identify, describe and categorize the errors committed by second or foreign language learners. Many learners commit errors when learning a new language. Committing errors in the target language is inevitable by every learner.

Errors have to be differentiated from **mistakes**. (Corder, 1967) points out that errors are committed due to the lack of language system. Corder says that adults sometimes commit errors in one sort or another when they speak, but they have been so often reminded recently. The learners know the rules of the language, but these errors are the result of memory lapses, physical states such as tiredness, and psychological conditions such as strong emotion. These errors don't defect the learners' knowledge of the language because he/she is aware of them. Corder calls these types of errors as mistakes and they are self-corrected. Errors, on the other hand, are committed due to the ignorance of the rules of language. Corder describes errors as being systematic while mistakes are non-systematic.

Many researchers confirm the significant role of errors in learning the second language. Corder (1974) points out errors are significant in three different ways: first, they provide the language teacher with an understanding of how far they achieved the predetermined goals of the system and what remains to be taught; second, the study of learners' errors is a good way for researchers to study how language is learnt and what strategies or procedures the learner is employing in his discovery of the language. The third way is that they are significant to the learner himself. They are indispensable for the learner himself/herself because we can regard the making of errors is a device to learn a second language. Learners' errors provide evidence of the system of the language that he is using at a particular point in the course.

In foreign language learning, error correction has become one of the important teaching processes. But actually, few teachers know a lot about error analysis and some related theories. They often take so negative attitudes toward errors that they could not tolerate any errors and tend to correct them as soon as they could find any. As a result, although they think they have been working hard enough and spend much time and energy working on error correction, their effort is not effective and the students do not believe they have benefited a lot. On the contrary, the students often feel upset, for they have found that there is a great gap between themselves and their teachers in dealing with errors and understanding of error correction. So we find it necessary to have a theoretical foundation about error analysis. In the next section, the development of the theory - error analysis would be briefly reviewed.

General Overview of Error Analysis (EA)

Of course, CA survived. No one can deny that the L1 influences L2 performance. Thus, the next approach was to limit the analysis to the examination of errors that students actually made. The following 9 points are what to take into consideration with regard to the general overview of the Error Analysis (EA):

1. Learners' L1 influences L2 learning. Of course, CA survived. No one can deny that the L1 influences L2 performance. Thus, the next approach was to limit the analysis to the examination of errors that students actually made. This, however, had its problems.
2. EA Focuses on the errors L2 → learners produced while using L2 → Interlanguage is the starting point of analysis
3. Investigating cross-linguistic influence, language transfer (from the point of view of errors)
4. Pit Corder (1967) The significance of learner's errors.
 - (i) L2 acquisition should not be looked at from a purely pedagogical perspective.
 - (ii) Errors in L2 are interesting because they reflect underlying linguistic rules.
 - (iii) The study of L2 can be seen as a subfield of general linguistics or cognitive science.
5. Mistake: random slip in performance → self-correction possible
6. Error: systematic deviation from the norm caused by underlying competence problem → self-correction not possible
7. The mathematical analysis done to show quantitatively how uncertainties in data produce uncertainty in calculated results, and to find the sizes of the uncertainty in the results.
8. A type of work sample analysis in which the incorrect responses of the student are described and categorized. In this procedure, samples of learner's language are collected and the errors are identified, described, and classified according to their hypothesized causes. The errors are then evaluated for relative seriousness.
9. The analysis of the errors could serve as basis for inferring the learning strategies the learners employ.

Contrastive Analysis vs. Error Analysis:

Contrastive Analysis

Pedagogical orientation

Focus on input, practice inductive learning

Errors of transfer

Error Analysis

Scientific orientation

Focus on linguistic and cognitive processes

Multiple types of errors

Differences between Errors and Mistakes:

- 1) Errors are rule-governed; they are systematic and show the lack of knowledge of learners.
- 2) Mistakes are random deviations, unrelated to any system.
- 3) Mistakes may occur in writing of native speaker, or during speech, such as slips of tongue, slips of pen, and slips of the ear. Mistakes happen because of strong emotion, memory limitations, and lack of concentration or tiredness.
- 4) Sometimes the distinguishing between mistakes and errors is difficult, but according to linguistics, mistakes have a rather low frequency but errors have high frequency and they are systematic.

Error Analysis and the Procedures

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between "**mistake**" and "**error**". According to Brown (2000), a "**mistake**" refers to a performance error in that it is a failure to utilize a known system correctly. While an "**error**" is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. This recognition process is followed by the error description process. We compare learners' sentences with the correct sentences in target language, and find the errors. Then we come to the next step—explanation stage, finding the sources of errors.

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. In the early stages, the native language is the only linguistic system upon which the learner can draw. These kinds of errors can be found in all aspects of language learning.

Intralingual transfer (within the target language itself) is also a major factor. At an intermediate level, learners' previous experience and existing subsumes begin to influence structures within the target language itself. Most of time, **negative intralingual transfer** or **overgeneralization** has occurred, and these kinds of errors are called developmental errors. We have found that overgeneralization makes it significant for us to study the psychological process of language learners.

Cultural interference can cause either linguistic errors or inappropriateness in the context. In addition, it sometimes hinders communication, so it should be taken seriously. For example, an American lady said to a Chinese lady "what a beautiful dress!" Instead of saying: "Thank you, I'm glad to hear that", her reply "No, no." In accordance with Chinese way of receiving compliment will make the American lady feel at loss. Thus language learning is also the culture learning. Otherwise, we cannot get a good understanding of the language.

In some occasions, due to their insufficient linguistic knowledge, learners have to express themselves with the help of communicative strategies. The most frequently used communicative strategies are avoidance, language switch and prefabricated patterns.

Factually communicative strategies do help learners a lot in expressing their ideas and the communicative teaching approach need these strategies as well. On the other hand, teachers need to pay more attention to the errors occurred, otherwise they will backfire (= fail).

(All data above are taken from Fang, XIE and JIANG Xue-mei (2007). Error analysis and the EFL classroom teaching. In REN Li-ping and ZHANG Dong-ling (edt.) *US-China Education Review*. Sep. 2007, Volume 4, No.9 (Serial No.34), ISSN1548-6613, USA.)

Description of Errors

The errors can be described in these three dimensions Types of Errors, Levels of Errors, and Stages of Errors.

Types of Errors

The types of errors can be illustrated in these four types: Addition, Omission / Deletion, Ordering / Reordering, and Substitution.

Addition

1. *Does **can** he go to college?
2. *He will **to** go home.
3. *He entered **into** the class room.
4. *They always discuss **about** different matters.
5. * Please answer **on** my letter soon.
6. *Good writing **is** depends on several factors.
7. *He was going **to** home when I saw him.

Omission / Deletion

1. *I went to # movie. (the)
2. * My father is # doctor. (a)
3. *I am learn # English well. (ing)
4. * I bought three new book# yesterday. (s)
5. * What # you want to do now? (do)

Ordering / Reordering

- 1- * I to the cinema went. (I went to the cinema.)

- 2- * We last night went to the cinema. (We went to the cinema last night.)
- 3- * He comes always late to school. (He always comes to school late.)
- 4- *My brother is a driver fast. (My brother is a fast driver.)
- 5- * I don't know why is he late. (I don't know why he is late)

Substitution

1. *I lost my *road*. (way)
2. *I *goed* home. (went)
3. *I am not afraid *from* dogs.(of)
4. *She was angry *from* her friend. (with)
5. *His *bigger* brother is a teacher.(elder)
6. *I always *do* many mistakes in spelling (make)

Levels of Errors

The levels of errors can be illustrated in these four levels: Phonology (Orthography) Error, Grammar (Syntax) Error, Lexicon (Vocabulary) Error, and Discourse Error.

Phonology / Orthography Error

- *I went to *skuul*. (I went to school.)
- * he is *happyer* than Maryam. (He is happier than Maryam.)

Grammar (Morphology and Syntax) Error:

He has been in London since 1990.

- *He was in London since 1990. (Level: Grammar-Type: substitution)
- * I to the cinema went. (Level: Grammar.- type: ordering)

Lexicon (Vocabulary) Error:

- i. *I lost my road. (Level: Lexicon- type: substitution)
- ii. *I drank a glass of lion yesterday. (Level: Lexicon- type: substitution)
- iii. *I enjoyed from the film. (Level: Lexicon- type: addition)

Discourse Error: it is beyond sentence level.

A: How are you?

B: The crops were destroyed by the rain! (No cohesion and coherence)

Stages of Errors

The stages of errors can be illustrated in these three stages: Pre-Systematic Stage, Systematic Stage, and Post Systematic Stage.

Pre-systematic Stage

a. Random Errors:

- ➡ The learner has no any definite rule in his mind. He can't explain his error and naturally cannot correct it.
- ➡ He/she doesn't know where he should use the rules and how. He has no any system in mind.

- i. *Hassan cans sing. (Hassan can sing.)
- ii. *Hassan can to sing. (Hassan can sing. Or (Hassan has to sing.))
- iii. *Hassan can singing. (Hassan can sing. Or (Hassan like singing.))

b. Emergent Errors:

- ➡ In these kinds of errors, the learner tries to make a rule and internalize a system in his mind.
- ➡ These rules may not be correct but they are legitimate in the mind of the learner.
- ➡ Again in this stage the learner cannot correct the errors and even after correcting the native speaker he doesn't understand his errors.
- ➡ Avoidance of structures and topics can be seen here. .e.g.:

Learner:	I go to New York.
Native-Speaker:	You are going to New York?
Learner:	(doesn't understand) what?
Native-Speaker:	You will go to New York?
Learner:	Yes
Native-Speaker:	when?
Learner:	1999
Native-Speaker:	Oh, you went to New York in 1999.
Learner:	Yes, I go 1999. (Again he doesn't understand the correction of the Native speaker.)

Systematic Stage

- In this stage the learner is more mastered on language and he has some rules in his mind although these rules may not be well-formed.
- The system in his/her mind is very near to the native speaker's.
- In this stage the learner is able to correct his /her errors whenever a native speaker mentions them.
- She/he tries to convey his idea through paraphrasing. (Changing words to convey the message)

Learner: Many fish are in the lake. These fish are serving in the restaurants near the lake.
Native speaker: (laughing) the fish are serving?
Learner: (laughing) Oh, no, the fish are served in the restaurant.
Learner: I lost my road.
Native speaker: What?
Learner: I got lost. (Paraphrasing and avoiding the use of structure)

Post-systematic Stage

i. Stabilization

- ❖ In this stage the learner has a few errors and has mastered the system.
- ❖ The learner is self-controlled on his/ her errors without waiting for feedbacks from someone else.

Learner-*I lost my road; I mean I lost my way.

ii. Fossilization:

- ✓ If the learner in this stage makes some errors it means his errors has been fossilized and correcting these kinds of errors will be very difficult, these errors are permanent.

Source of Errors

The source of errors can be observed in the Interlingual Transfer, Intralingual Transfer, Language-Learning Strategies, Communication Strategy, Context of Learning, and Nonlinguistic Errors: (Idiosyncratic Errors).

Interlingual Transfer

In the **Interlingual Transfer**, the interlingual errors result from the transfer of the elements of the learner's mother tongue to the learning of the target language.

a) Transfer of Phonological Elements of the Mother Tongue:

* /sukuul / instead of /skuul/

b) Transfer of Morphological Elements:

* *Three clever student instead of three clever students*

c) Transfer of Grammatical Elements

* *I am going to university at 8 o'clock every day.*

In Arabic: Simple Present Tense = Present Progressive

d) Transfer of Lexicosemantic Elements:

Two different concepts in Arabic are used with the same word which makes interference in English:

1. *I can't study in the dormitory because some students open their radios loudly.
2. *He had a quarrel with his woman.
3. *My father bought a new machine last week.
4. *He smokes a lot of cigar.
5. *It was my chance to be in your class.

e) Transfer of Stylistic and Cultural Elements:

* *Mr. Hassan are a good teacher.* /al- 'ustaath hasan mudarris-un gayid/ الاستاذ حسن
مدرس جيد.

Intralingual Transfer

In the **Intralingual Transfer** (i.e. the transfer within the target language itself), the learner applies one rule in the Native Language for other structures in the Target Language inappropriately. This is represented in Overgeneralization, Ignorance of Rule Restriction, False Analogy,

Overgeneralization

Overgeneralization is a term used in language acquisition studies, referring to the process whereby children extend their use of a grammatical feature to contexts beyond those found in the adult language, e.g. when they overgeneralize the regular past-tense form in such items as ***goed**, ***wented**, ***goned**. It takes place when the feature is extended beyond its limits in the adult grammar – as when the regular plural ending is applied to irregular forms, e.g. ***mouses**, ***sheeps**.

(Source: Crystal 2008, p. 345 and p. 207)

Given below are other examples showing **Overgeneralization**:

*I always **try** to study.*

*We always **go** to cinema on Saturdays.*

*Maryam and Hassan always **play** the chess-set every night.*

* ***He** always **try** to help me. (Subject –Verb agreement)*

* *I don't know **how did they find** my address. (Subject –Verb inversion)*

Ignorance of Rule Restriction

In the **Ignorance of Rule Restriction**, the Arabic learner doesn't know the restriction and exceptions of a general rule in English.

There are many **fishes in the lake.*

Teachers always give us good **advices.*

False Analogy

False Analogy refers to the use of certain elements in inappropriate contexts through analogy.

**I think she should remain home and grow up her child.*

Language-Learning Strategies

The **Language-Learning Strategies** refer to the strategies used by the learners in dealing with the target language:

- a) Overgeneralization
- b) Transfer of rules from the mother tongue

c) Simplification: (we discuss in here) in this strategy learner tries to simplify the rules of target language form himself:

* I am student English language.

* I begin my work afternoon usually.

Communication Strategy

It is used when the learner is forced to express himself with the limited linguistic resources.

1- Paraphrase:

"Pipe" (انبوب) /'unbuub/ instead of "the water pipe" ((انبوب الماء) /'unbuub al-maa'/ "Air-ball")) (which the learner makes it himself) instead of "balloon"

2- Borrowing:

* Don't be tired. Instead of don't work hard. (The learner translates word for word from the native language.)

3- Appeal for Assistance:

*What is this? What called? (The learner asks for the correct term)

4- Mime:

Clapping his hands instead of applause (Using nonverbal action in place of lexical items)

5- Avoidance:

i. Lexical Avoidance:

I lost my road.

You lost your road?

Uh...I lost. I lost. I got lost.

(The learner tries to avoid the lexical item '**road**', not being able to come up with the word '**way**' at that point)

ii. Syntactic Avoidance:

He finished his homework; he went to bed. (Instead of "Having finished his homework, he went to bed.")

6- Prefabricated Patterns:

The learner memorizes certain stock / standard / typical phrases or sentences:

- Where is the toilet?
- How much does it cost?
- Where is this address?

7- Language Switch:

Finally, when all the strategies fail, learners may resort to language switch. That is, they may simply use their native language whether the hearer knows it or not.

Context of Learning

In the **Context of Learning**, the source of errors is the teacher or the text book. For example, wrong or unsuitable usage of a rule by teacher or using dialogues in a text book without mentioning the formality or informality of occurrences may cause some errors for learning.

Nonlinguistic Errors: (Idiosyncratic Errors):

These kinds of errors are specialized to individuals or a small group of learners who had the same teacher, used the same textbook, shared identical learning strategies, but the learners do not have a specific methodology for learning and cannot make a generalization for designing a textbook or give the students a specific learning activity.

Criticism of EA

There are three points to consider as to criticism of errors according to Schachter and Celce-Murcia (1977):

1. Focused only on errors
2. Did not deal with **avoidance** (relative clauses: Chinese and Japanese vs. Spanish and Farsi English passive avoidance by Arabic speakers phrasal verbs by Hebrew speakers)

3. In short, EA did not deal with what the students were doing that caused them to succeed, that is, it did not deal with what led to learning.

Error Treatment

Error treatment is a very complicated and thorny problem. As language teachers, we need to be armed with some theoretical foundations and be aware of what we are doing in the classroom. Here principles of optimal affective and cognitive feedback, of reinforcement theory, and of communicative language teaching all combine to form these theoretical foundations. With these theories in mind, we can judge in the classroom whether we will treat or ignore the errors, when and how to correct them.

What kinds of errors should be corrected?

Learners' errors are usually classified in different categories. Burt (1975) made a distinction between "global" and "local" errors. Global errors hinder communication and they prevent the learner from comprehending some aspects of the message. Local errors only affect a single element of a sentence, but do not prevent a message from being heard. According to Hendrickson (1980), global errors need not be corrected and they are generally held true. But the expressions such as "a news", or "an advice" are systematic errors, and they need to be corrected. As for pre-systematic errors, teachers can simply provide the correct one. For systematic errors, since learners have already had the linguistic competence, they can explain this kind of errors and correct them themselves. So teachers just remind them when they commit such errors. As to what kind of errors should be corrected, it needs teachers' intuition and understanding of errors. At the same time, the teacher should consider the purpose of the analysis and analyze them in a systematic way.

When to correct the errors?

Concerning this problem, the most controversial issue is to treat them immediately or to delay. First, we are confronted with a dilemma—fluency versus accuracy. For communicative purpose, delayed correction is usually preferred. Some advanced students believe that when to correct errors is determined by the type of errors committed. For instance, if they are pronunciation or grammatical errors, immediate correction is preferable, for post-correction cannot make learners remember anything. Furthermore, the overall situation in the classroom is also important. When the whole class is familiar with a word, but only one of them is singled out for being corrected, he or she would feel awkward. So, we can see that when to correct is very complicated. Both the teachers' intuition and the feedback from the students are equally important.

How to correct the errors?

According to James (1998), it is sensible to follow the three principles in error correction. Firstly, the techniques involved in error correction would be able to enhance the students' accuracy in expression. Secondly, the students' affective factors should be taken into consideration and the correction should not be face-threatening to the students.

Some scholars believed that teachers' indirect correction is highly appreciated. They either encourage students to do self-correction in heuristic method or present the correct form, so students couldn't feel embarrassed. Compare the two situations:

(1) Student: "What means this word?"

Teacher: "No, listen, what does this word mean?"

(2) Student: "What means this word?"

Teacher: "What does it mean? Well, it is difficult to explain, but it means..."

It is obvious that teacher's remodeling in (2) is more natural and sensible than the direct interruption in (1).

Up till now, both the theory and the application have been illustrated, in the next section we are going to deal with both the significance and limitations of error analysis in language teaching and learning.

Significance of Error Analysis in Language Teaching and Learning

Error analysis is significant. Firstly, by error analysis, teachers will get an overall knowledge about the students' errors. Foreign language learning is a process of hypothesis and trial and error occurrence is inevitable. So the teacher should learn to tolerate some errors, especially some local errors.

Secondly, errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn. So students' errors are valuable feedbacks. We can do some remedial teaching based on their errors.

Thirdly, errors are indispensable to the learners themselves, for we can regard the making of mistakes as a device the learner employs in order to learn.

Finally, some errors need to be handled, otherwise, they will become fossilized. In a sense, error analysis theory together with other theories have enriched the second language learning theory in that learning involves in a process in which success comes by profiting from mistakes and by using mistakes to obtain feedback from the environment. With the feedback they make new attempts to achieve the more closely approximate desired goals.

(All data above are taken from Fang, XIE and JIANG Xue-mei (2007). Error analysis and the EFL classroom teaching. In REN Li-ping and ZHANG Dong-ling (edt.) *US-China Education Review*. Sep. 2007, Volume 4, No.9 (Serial No.34), ISSN1548-6613, USA.)

Limitations of Error Analysis in Language Teaching and Learning

Certainly, error analysis is significant, but it also has its limitations. First, there is a danger in too much attention to learners' errors and in the classroom teacher tends to become so preoccupied with noticing errors that the correct utterance in the second language will go unnoticed. While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is the attainment of communicative fluency in a language.

Another shortcoming in error analysis is the overstressing of production data. Factually language comprehension is as important as production. It also happens that production lends itself to analysis and thus becomes the prey of researchers, but comprehension data is equally important in developing an understanding of the process of language acquisition.

Thirdly, it fails to account for the strategy of avoidance. A learner who for one reason or another avoids a particular sound, word, and structure or discourse category may be assumed incorrectly to have no difficulty therewith. The absence of error therefore does not necessarily reflect native like competence since learners may be avoiding the very structure that poses difficulty for them.

Finally, error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language.

(All data above are taken from Fang, XIE and JIANG Xue-mei (2007). Error analysis and the EFL classroom teaching. In REN Li-ping and ZHANG Dong-ling (edt.) *US-China Education Review*. Sep. 2007, Volume 4, No.9 (Serial No.34), ISSN1548-6613, USA.)

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Appendices

Appendix 1: Previous Exam Question Papers

Republic of Yemen
Hodeidah University
College of Education-Zabid
English Department
Date: Saturday 21/10/2017

In the name of Allah
October Exam



Level: 4th Year English
Course: Contrastive Analysis & Error Analysis
Time: 3 hours
Total Marks: 150
Teacher: Dr. Abdullah M. M. Ali Shaghi

I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30)

1. Contrastive Analysis and Error Analysis is a branch of Contrastive Linguistics. T/F
2. CA is an abbreviation that refers to Contrastive Analysis. T/F
3. A Possible Self-Correction exists in "Errors" as random slips in performance. T/F
4. Positive Transfer occurs when the first language is different from the second language. T/F
5. Negative Transfer occurs when the first language is similar to the second language. T/F
6. Contrastive Analysis came to explain the Errors in Error Analysis. T/F
7. Corder describes errors as being systematic while mistakes are non-systematic. T/F
8. Error Analysis came to explain the Errors in Contrastive Analysis. T/F
9. EA is an abbreviation that refers to Error Analysis. T/F
10. The Interference Theory is one of the most factors in studying Contrastive Analysis. T/F

II. Use the following six terms: [(A) Addition Error, (B) Translation, (C) Phonology Error (D) Description, (E) The Interference Theory]] to complete the following statements given below appropriately. (5 x 6 = 30)

1. _____ is one of the Levels of Errors as in "He went to skuul. (He went to school)".
2. _____ is one of the Procedures of Contrastive Analysis.
3. _____ is one of the Branches of Contrastive Analysis (CA).
4. _____ is one of the most factors in studying Contrastive Analysis.
5. _____ is one of the Types of Errors as in "Does **can** she go to college".

III. Define briefly any THREE of the following topics. (3 x 15 = 45)

- | | | |
|------------------------------------|-------------------------|--------------------------|
| 1. Theoretical Contrastive Studies | 6. Errors | 11. Error Analysis |
| 2. Contrastive Analysis | 7. Inter-lingual Errors | 12. L1 (OR) MSA |
| 3. Overgeneralization | 8. TL (OR) NL | 13. Intra-lingual Errors |
| 4. Interference | 9. Mistakes | 14. EA |
| 5. The Interference Theory | 10. CA | 15. L2 (OR) SLA |

IV. Write short notes on any THREE of the following topics: (3 x 15 = 45)

- | | |
|--|--|
| 1. Differences between Errors and Mistakes | 7. Error Analysis and Contrastive Analysis |
| 2. Mainstream of Contrastive Analysis | 8. Language-Learning Strategies |
| 3. Level 1: Coalescence (as a Level of Difficulties) | 9. Criticism of EA |
| 4. Second Language Acquisition | 10. Error Analysis |
| 5. Strong vs. Weak Versions of CA | 11. Contrastive Analysis |
| 6. Criticism of CA | 12. Types of Contrastive Studies |

☺ 📖 Best wishes! 📖 ☺

Republic of Yemen
Hodeidah University
Faculty of Education-Zabid
Department of English
Date: Saturday 17/01/2015

In the name of Allah
Final 1st Semester-Exam (Regulars)



Level & Course: 4th Year English
Subject: Contrastive Analysis & Error Analysis
Time: 3 hours
Total marks: 150
Teacher: Dr. Abdullah Shaghi

I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30)

1. "Contrastive Linguistics" deals with the study and research which work among languages. T/F
2. Contrastive Analysis Hypothesis (CAH) failed, but Contrastive Analysis (CA) survived. T/F
3. Contrastive Analysis came to explain the Errors in Error Analysis. T/F
4. "Mistakes" have low frequency but "Errors" have high frequency and they are systematic. T/F
5. There are 5 steps for systematic comparison and contrast of two languages like English-Arabic. T/F
6. "Verification" is the final step in a contrastive study of two languages like English-Arabic. T/F
7. To find the errors speakers of Arabic commit when they learn English is the aim of CA. T/F
8. Possibility of Self-Correction exists in "Mistakes" as random slips in performance. T/F
9. To find the differences and similarities between 2 languages: Arabic & English is the aim of EA. T/F
10. Possibility of Self-Correction is missed in Errors as a deviation from norm caused by competence. T/F

II. Use the following six expressions: ((i) Negative Transfer, (ii) Comparison, (iii) Arabic vs. English (iv) Positive Transfer, (v) English vs. Arabic, and (vi) Verification) to complete the following statements properly. (5 x 6 = 30)

1. _____ is the learners' (TL)/2nd Language (L2) vs. (NL)/1st Language (L1).
2. _____ would occur where two languages were different
3. _____ is the final step in a contrastive study of two languages like English-Arabic
4. _____ is the third step in a contrastive study of two languages like English-Arabic.
5. _____ is the learners' (NL)/1st Language (L1) vs. (TL)/2nd Language (L2).
6. _____ would result where two languages were similar.

III. Define briefly any THREE of the following topics. (3 x 10 = 30)

- | | | |
|-------------------------|------------------------------|-----------------------|
| 1. Mistakes | 4. Contrastive Analysis (CA) | 7. Errors |
| 2. Error Analysis (EA) | 5. Inter-lingual Errors | 8. Overgeneralization |
| 3. Intra-lingual Errors | 6. L1 vs. L2 | 9. Interference |

IV. Write short notes with examples on any TWO of the following topics: (2 x 15 = 30)


- | | |
|--|---|
| 1. Contrastive Analysis (CA) | 5. Types of Contrastive Studies |
| 2. Criticism of EA | 6. Systematic Errors |
| 3. Contrastive Analysis Hypothesis (CAH) | 7. Nonlinguistic Errors: (Idiosyncratic Errors) |
| 4. Error Analysis (EA) | 8. Criticism of CA |

V. Write an essay on any One of the following topics: (1 x 30 = 30)

- | | |
|---|-----------------------------|
| 1. Any English-Arabic Topic: A Contrastive Analysis | 4. How to Compare Languages |
| 2. Contrastive Analysis (CA) or Error Analysis (EA) | 5. Dimensions of Errors |
| 3. English-Arabic Attributive Adjectives: A Brief Contrastive Study | 6. Branches Involved in CA |

© ❧ Best wishes! ❧ ©

Teacher & Examiner: Dr. Shaghi, IVYE, CA & EA, Final 1st Sem.-Exam (Regulars), Saturday 17/01/2015

Republic of Yemen Hodeidah University Faculty of Education-Zabid Department of English Date: 02/02/2014	In the name of Allah Final 1 st Semester Exam (Regulars) 	Level & Course: 4th-Year-English Subject: Contrastive Analysis and Error Analysis Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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I. Say whether the following statements are true (T) or false (F): (3 x 10 = 30 marks)

1. The idea of contrastive analysis grew out of observing students learning a second language (L2). T/F
2. The kind of study and research which works among languages is called "Contrastive Linguistics". T/F
3. Contrastive Analysis came to explain the Errors in Error Analysis. T/F
4. Contrastive Analysis is a comparison between two languages L2 & L2 like English and Arabic. T/F
5. The similar elements to NL/L1 will be simple for learners and the different ones will be difficult". T/F
6. When we contrast two languages, we analyze each language from all levels and aspects. T/F
7. The aim of CA is to find the errors speakers of Arabic commit when they learn English. T/F
8. We have possibility of self-correction in "Mistakes" as random slips in performance. T/F
9. The aim of EA is to find the *differences* and *similarities* between two languages: Arabic & English. T/F
10. We miss possibility of self-correction in Errors as a deviation from the norm caused by competence. T/F

II. Use these 5 terms: (*Contrastive Analysis, Negative Transfer, Interference, Positive Transfer, Simplification,*) to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ would occur where two languages were similar
2. _____ is an Interlingual Error as in "**I student.*"
3. _____ is an Intralingual Error as in "**I studied English for two year.*"
4. _____ is based on the theoretical assumptions of behaviorism.
5. _____ would result where two languages were different.

III. Define briefly any three of the following topics. (10 x 3 = 30 marks)

1. Contrastive Analysis (CA)	2. Mistakes
3. Interlingual Error	4. Error Analysis (EA)
5. L1	6. Intralingual Error
7. Errors	8. L2

IV. Write short notes with examples on any two of the following topics: (2 x 15 = 30 marks)


1. Contrastive Analysis	2. Differences between Arabic and English
3. Mainstream of Contrastive Analysis (CA)	4. Criticism of EA
5. Different levels of the (CA & EA) study	6. Contrastive Analysis Hypothesis (CAH)
7. Criticism of CA	8. Error Analysis (EA)

V. Write an essay on any one of the following topics: (1 x 30 = 30 marks)

1. Contrastive Analysis & Error Analysis	2. Contrastive Analysis of Any English-Arabic Topic
3. Contrastive Analysis (CA)	4. Error Analysis (EA)
5. Error Analysis of Any English-Arabic Topic	6. CA Summary of English-Arabic Attributive Adjectives

Best wishes & good luck!

Teacher & Examiner: Dr. Abdullah Shaghi, Final 1st Semester Exam (Regulars), 4th-Year-English, Contrastive Analysis and Error Analysis 02/02/2014

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: 21/11/2013	In the name of Allah October-Exam 	Level & Course: 4th-Year-English Subject: Contrastive Analysis and Error Analysis Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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I. Say whether the following statements are true (T) or false (F): (4 x 10 = 40 marks)

1. Contrastive Analysis and Error Analysis is a branch of "Contrastive Linguistics". ()
2. "Contrastive Linguistics" is a kind of study and research which works among languages.. ()
3. The word "*contrastive*" comes from the verb "to *contrast*". ()
4. The sound systems of languages like English and Arabic is based on the IPA. ()
5. In English, we have the verbs "*contrast*" and "*compare*". ()
6. When you contrast, you discuss the differences, but when you compare, you discuss the similarities. ()
7. The general study of Language is structurally organized at five levels or subsystems. ()
8. When we contrast two languages, we analyze each language from all levels and aspects. ()
9. The aim of EA is to find the errors speakers of Arabic commit when they learn English. ()
10. The aim of CA is to find the *differences* and *similarities* between two languages: Arabic & English. ()

II. Use these 5 terms: (*Arabic, Errors, English, Simplification, Interference*) to complete the following statements appropriately. (6 x 5 = 30 marks)

1. _____ is the learners' Native Language (NL)/1st Language (L1).
2. _____ is an Interlingual Error as in "**I student.*"
3. _____ is an Intralingual Error as in "**I studied English for two year.*"
4. _____ in L2 are interesting because they reflect underlying linguistic rules.
5. _____ is the learners' Target Language (TL)/2nd Language (L2).

III. Define briefly any four of the following topics. (4 x 10 = 40 marks)

1. Contrastive Analysis (CA)
2. Interlingual Error
3. L1
4. L2
5. Mistakes
6. Error Analysis (EA)

IV. Write short notes with examples on any four of the following topics: (4 x 10 = 40 marks)

1. Contrastive Analysis and Error Analysis
2. Differences between Arabic and English
3. Mainstream of Contrastive Analysis (CA)
4. Intralingual Errors
5. Criticism of EA
6. Different levels of the (CA & EA) study
7. Interlingual Errors
8. Contrastive Analysis Hypothesis (CAH)

Best wishes & good luck!
Teacher & Examiner: Dr. Abdullah Shaghi

Appendix 2: Supplementary Materials

Contrastive Analysis and Error Analysis Assignment

CONTRASTIVE AND ERROR ANALYSIS ASSIGNMENT

Lecturer: Drs. Gunarso Susilohadi, M.Ed. TESOL



Siti Fathonah Wijayanti

K2208047

**ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
2010**

Sample of Learner's Language

Nowadays, English known as one of the most important foreign language. We will be blamed as an underestimate people when we cannot speak English well in international communication. This language came as one of the most important foreign language as its role as the first formal language of United Nations. Whereas, the United Nations itself is a big organization in the world which almost all of the nations belong to it. Logically, when English uses as United Nation's first language, we cannot deny that English has a big role to take the communication in the easier way. As we know, it uses in many international events, such as business agendas. That's why, the way we speak English also become one of the considerations for another people to take business with us. If we speak English well, they will know us as educated people, then they will decide to take a business on us. Therefore, realizing the role of English as one of the most important foreign language in the world, education institutions start to teach it from the beginning of education, Elementari school. Even, we can find in many Kindegardens in our country, English has been teached as one of their main subjects. Many tests due to English's capability also raise as the role of English increase. These tests also become one of the assessments of someone's English skill. We know that everything will be easier when we can tell what we want to tell. These all conditions just remind us how important English is.

Errors Identification

Nowadays, English (is) **known** as one of the most important foreign **language(s)**. We will be blamed as an **underestimate** people (people who are being underestimated) when we cannot speak English well in international communication. This language came as one of the most important foreign **language(s)** as its role as the first formal language of **(the)** United Nations. Whereas, the United Nations itself is a big organization in the world which almost all of the nations belong to it. Logically, when English **uses** (is used) as United

Nation's first language, we cannot deny that English has a big role to take the communication in the easier way. As we know, it **uses** (is used) in many international events, such as business agendas. That's why, the way we speak English also **become(s)** one of the considerations for **another people** (another person or other people) to take business with us. If we speak English well, they will know us as educated people, then they will decide to take a business **on** (with) us. Therefore, realizing the role of English as one of the most important foreign **language(s)** in the world, **education(al)** institutions start to teach it from the beginning of education, **Elementari** school. Even, we can find in many **Kindegardens** in our country, English has been **taached** (taught) as one of their main subjects. Many tests **due to** (on) English's **capability (omitted)** also **raise** (rise) as the role of English increase. These tests also become one of the assessments of someone's English skill. We know that everything will be easier when we can tell what we want to tell. These all conditions just remind us how important English is.

Description of Errors

Before deciding whether incorrect forms or expressions found in the above text are classified as errors or mistakes, I firstly ask the learner to correct her writing once more to give her chance to revise any possible mistakes. By providing this kind of revising time, I hope that the data being examined will be valid as the sample of learner's errors, not mistakes. Mistakes found the text are the words *Elementari* and *kindegarden*. The learner can revise them into correct ones: *Elementary* and *Kindegarten*; thus, I assume that these types of wrong forms are just mistakes possibly done by mistyping.

From the identification above, we encounter learner's errors in writing, in dealing with the use of appropriate vocabulary/diction; plural forms; article; passive voice; irregular verb in past participle form; verb agreement; preposition and conjunction; and direct translation from the mother tongue. These kinds of errors

can be categorized into two major points: grammatical and non-grammatical errors. We can refer each example from the text, as stated in the following:

1. Grammatical Errors

- Errors in using plural forms; article; passive voice; irregular verb in past participle form; verb agreement; and preposition and conjunction.
- a. Plural forms : *language, another people*
- b. Article : *the*
- c. Passive voice : *known, uses*
- d. Irregular Verb in Past Participle: *tached*
- e. Verb Agreement : *become*
- f. Preposition and Conjunction : *on, due to*

2. Non-grammatical Errors

- Errors in using appropriate diction/vocabulary related to the context and errors in translating directly from mother tongue. These non-grammatical errors are related to the social context and culture appropriateness, instead of grammatical accuracy.
- a. Diction/vocabulary : *underestimate, education, raise*
- b. Direct Translation from L1 : *Whereas, the United Nations itself is a big organization in the world which almost all of the nations belong to it.*

Explanation of Errors

From the above examples, I assume that learner's errors are generated from various factors, either from intra-lingual (from English language itself) or inter-lingual (interference from mother-tongue). All errors in the form of grammatical errors are simply classified into intra-lingual errors. This is due to the fact that learners made some generalizations in the rules, for example the word *tached* which should be written *taught*. This error appears since learner think that all forms of past participle should be added by *-ed* without considering some exceptions related to the irregular forms of certain verbs in English. This kind of error is an overgeneralization classified to intra-lingual error. Another example is

the word *underestimate* in the sentence “*We will be blamed as an underestimate people when we cannot speak English well in international communication*”. I think, the learner intend to say “people who are being belittled or underestimated”, but she failed to find the appropriate diction; thus, she choose *underestimate* to represent the intended meaning. Another interesting example of learner’s error is found in the direct translation from L1 in the following sentence: *Whereas, the United Nations itself is a big organization in the world which almost all of the nations belong to it*. As to me, this expression does not sound English since it is actually derived from direct translation from Indonesian. It seems to me that she actually want to put emphasis on the role of United Nations; in doing so, she use the word *whereas*. However, this expression turns to be unnatural and does not sound English.

In general, I classify causes of learner’s errors into three main categories as follows:

1. Intra-lingual transfer

This cause of errors is derived from the interference of learner’s mother tongue. This is resulted in direct translation from Indonesian into English which makes certain utterance sound unnatural.

2. Inter-lingual transfer

This cause of errors is generated from English itself. Because English has some rules in dealing with grammar or forms, it sometimes leads to such misconception in which learners tend to overgeneralize one form to another resulted in any misformations, additions, or even omission forms of certain expressions.

3. Failure in Teaching-learning Strategy

As to me, this factor has a great possibility in causing learner’s errors. The failure of transferring the knowledge from teacher to students may lead to several errors. Unclear or absurd explanation provided by the teacher may also cause learner’s errors. In addition, ineffective teaching technique or methodology may also result in such errors.

Evaluation of Errors

From the examples of learner's errors explained above, I conclude that the errors vary from the serious until less serious ones. The level of seriousness here refers to how, or to what extent the interlocutor (in this case is me, as the reader) can understand what the learner intended to say. Some errors in grammatical forms, such as incorrect use of plural forms, prepositions and conjunctions, passive voice, and verb agreement, may not seriously affect the communication because the interlocutor can still get the message or meaning from those incorrect forms. Meanwhile, some errors in dealing with socio-cultural context such as the use of inappropriate diction or direct translation from mother-tongue, can lead to such a misunderstanding in a communication. Therefore, a correction of errors is still needed in teaching-learning process in order to give a learner a comprehensive understanding of English, both in understanding the grammatical forms and the meaning implied on them. In doing so, teacher need to provide a contextual grounding in certain expressions; thus, students can implement those things in a real-life communication.